Monitoring Virginia's 21st CCLC Programs

New Cohort Institute November 7, 2007



Why Monitor?

- Federal Government mandate
- Need for continuous improvement
- Early identification of successful practices
- Opportunity to share experiences
- Identification of needs for technical assistance



Forms of Monitoring

- Site visits
 - Interviews
 - Observations
- Phone interviews
- Surveys of participants and other stakeholders
- Monthly/Quarterly reports
- Online reporting by grantee



On-line Monitoring Tool

Used to monitor federal and state compliance

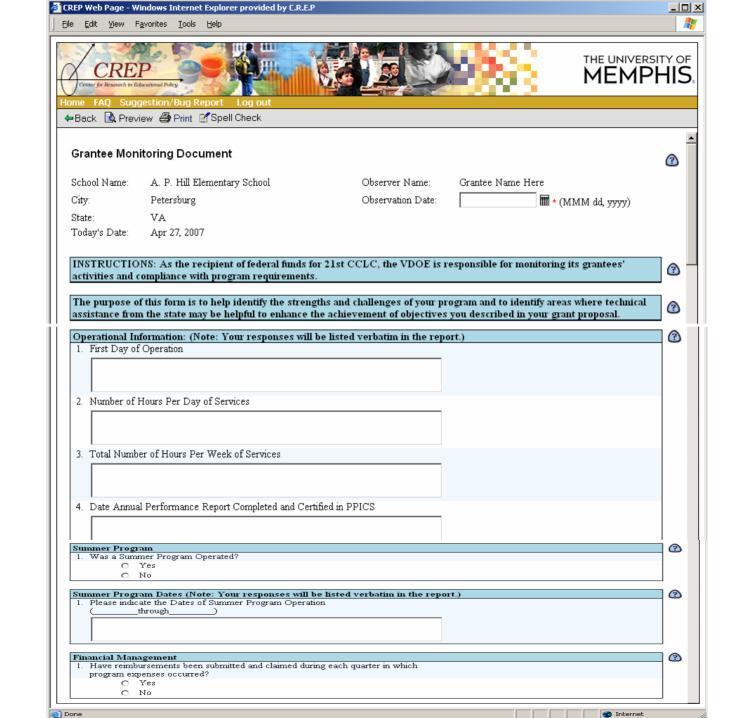
- Completed by grantees during second year of grant
- May be used as a self-assessment tool for all grantees



Virginia's 21st CCLC Monitoring Tool

- Easy to complete
- One-time completion
- Multiple sessions for data entry
- Collection of valuable information
- Requests quantitative and qualitative data
- Useful as an operating guide





Identifying Information

- School Division/Community-based organization
- School served
- Person completing tool
- Date
- School year of operation



Operating Information

- First day of operation
- Hours per day
- Hours per week
- Dates documents/reports submitted
- Summer program information



Other Requirements

Financial Management

- 1. Reimbursements submitted and claimed?
- 2. Last request _____

Program Quality Self-Assessment for

Continuous Improvement Planning Tool

- 1. Completed?
- 2. Date _____



Program Implementation

- Participation Information
 - Actual Enrollment (figure and range)

Average Daily Attendance (figure and range)



Program Implementation

- Program Design
 - –Any changes?
 - Request for approval?
 - Description of changes if they have not yet been approved and reasons for changes
- Staff to Student Ratio



Program Description

- Strongest aspects of program
- Proportion of program time devoted to each objective
- Frequent adult activities
- Reading or Language Arts improvement strategies
- Mathematics improvement strategies



Program Description

- Strategies to communicate with classroom teachers
 - -Type
 - Frequency
- Challenges in fully implementing program
 - -Type
 - Degree of challenge (not, somewhat, major)



Partners

Contributions

- -Type
- -Extent

Success

Describe the biggest success within the program

- Activity
- Partner
- Communication with teachers, parents
- Other



Questions or Concerns

 State Department of Education can be alerted to concerns or questions.

 State Department of Education can provide answers as well as offer technical assistance, as appropriate.



Questions and comments?



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